



# School Improvement: Comprehensive Support and Improvement Underperforming Schools (CSI Up schools)

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*Supporting Schools and Students to Achieve*

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# Idaho's Strategic Plan Goals



1. All Idaho students persevere in life and are ready for college and careers
2. All education stakeholders in Idaho are mutually responsible for accountability and student progress
3. Idaho attracts and retains great teachers and leaders

# Beginning



- Gerry Brooks
  - <https://www.youtube.com/watch?v=IglhSNNk7Qk>

## Why are we here?

We are here because your school has been identified as a Comprehensive Support and Improvement Underperforming school (CSI Up)

# Three Year Journey (1)



## What does it mean to be a CSI Up school?

It means you have been identified by the state as being in the bottom 5% of schools in the state in one of three categories.

# Three Year Journey (2)



It also means that:

- We are on this journey together for three years
- You will have access to a capacity builder
- Access to state sponsored professional development and programs
- Priority for technical assistance and piloted programs
- Schoolwide Improvement Planning tool (SWIP)

# Three Year Journey (3)



## CSI Up Categories

- Lowest 5% of Idaho schools
  - K-8 schools
  - High schools – schools with grade 12
  - Alternative high schools
- What does it look like for Idaho?
  - K-8 schools – 22 schools identified
  - High schools – 5 schools identified
  - Alternative schools – 2 schools identified

## So...how were CSI UP K-8 schools identified?

The identification is based on the following academic and other indicators:

- ISAT English Language Arts Proficiency
- ISAT Mathematics Proficiency
- ISAT English Language Arts Growth
- ISAT Math Growth
- English Learners growth in proficiency
- Student Engagement Survey
- Student testing participation



# What about CSI Up high & Alt schools?



## What about CSI Up high & Alt high schools?

The identification is based on the following academic and other indicators:

- ISAT English Language Arts Proficiency
- ISAT Mathematics Proficiency
- Growth in proficiency for English Language learners
- Graduation rate
- College and Career Ready courses
- Student testing participation

# What's different this time around?



- Strengths based model
- State Technical Assistance Team (STAT)
  - Team consisting of SDE directors, coordinators, content experts, district/building leadership team, capacity builder
  - 2017-2018 STAT Pilot
- State-wide convenings
- Ongoing Zoom check-ins with each school
  - School improvement planning and implementation
  - Differentiated technical assistance
- Formula funds for all Title I CSI Up schools
- Travel reimbursement funds for non-Title I CSI Up schools

# State Technical Assistance Team (STAT)



The purpose of the State Technical Assistance Team (STAT) is to ensure local education agencies (LEAs) have ongoing support from the Idaho State Department of Education (ISDE) in improving student outcomes and systems in comprehensive support and improvement (CSI) schools.

## We want to be a partner with the schools in their improvement journey.

STAT is a strengths based improvement model that:

- Believes in the ability to effect change
- Believes in the extraordinary capacity of teachers
- Believes in collaborative inquiry
- Promotes positive change for schools
- Promotes positive influence on leadership
- Promotes collective efficacy of school staff
- Believes in doing whatever it takes to improve student learning

## The STAT *is*:

- A group of people who will facilitate progress monitoring of schools in improvement, bringing in the right education stakeholders and content experts as needed by the districts and schools. The group will always include leadership from the district and school in improvement.
- The nexus of support of the state department of education, focused entirely on working with districts and schools to ensure they are getting what they need in order to teach kids.
- A convener of experts and support providers at the state level to ensure that the right people are having the right conversations at the right time to enable school improvement.

# STAT (3)



The STAT *is not*:

- A punitive arm of the state department of education. The STAT will be exclusively tasked with enabling collaboration and thought partnership to advance student achievement, and will not punish schools.

The STAT *is not*:

- The entity that decides which schools are identified for improvement. That determination is made using the state's school identification methodology described in Idaho's Consolidated State Plan, under ESSA.

The STAT *is not*:

- The deciders of what schools must do to improve. Improvement strategies will be determined by schools and districts in collaboration with the STAT and other relevant stakeholders and content experts.

# What kind of support can CSI Up schools expect?

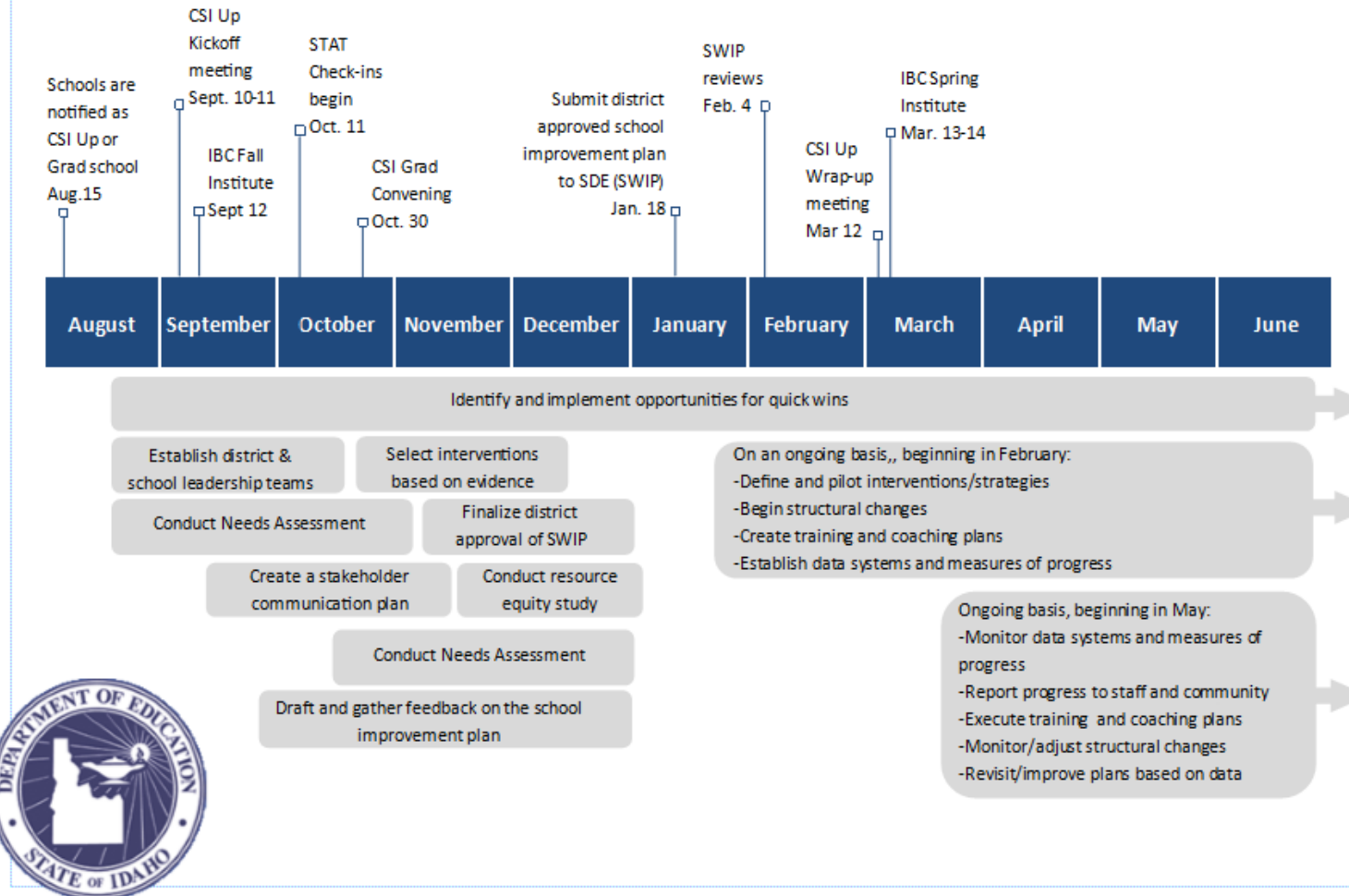


- Three years of support
- Technical assistance
- Convenings
- Regular Check-ins
- Financial assistance \$\$\$
- Capacity builder – one on one school improvement coach
- Effective leadership PD
  - ISN, IPN, IPMP
  - NW RISE

# School Improvement Timeline

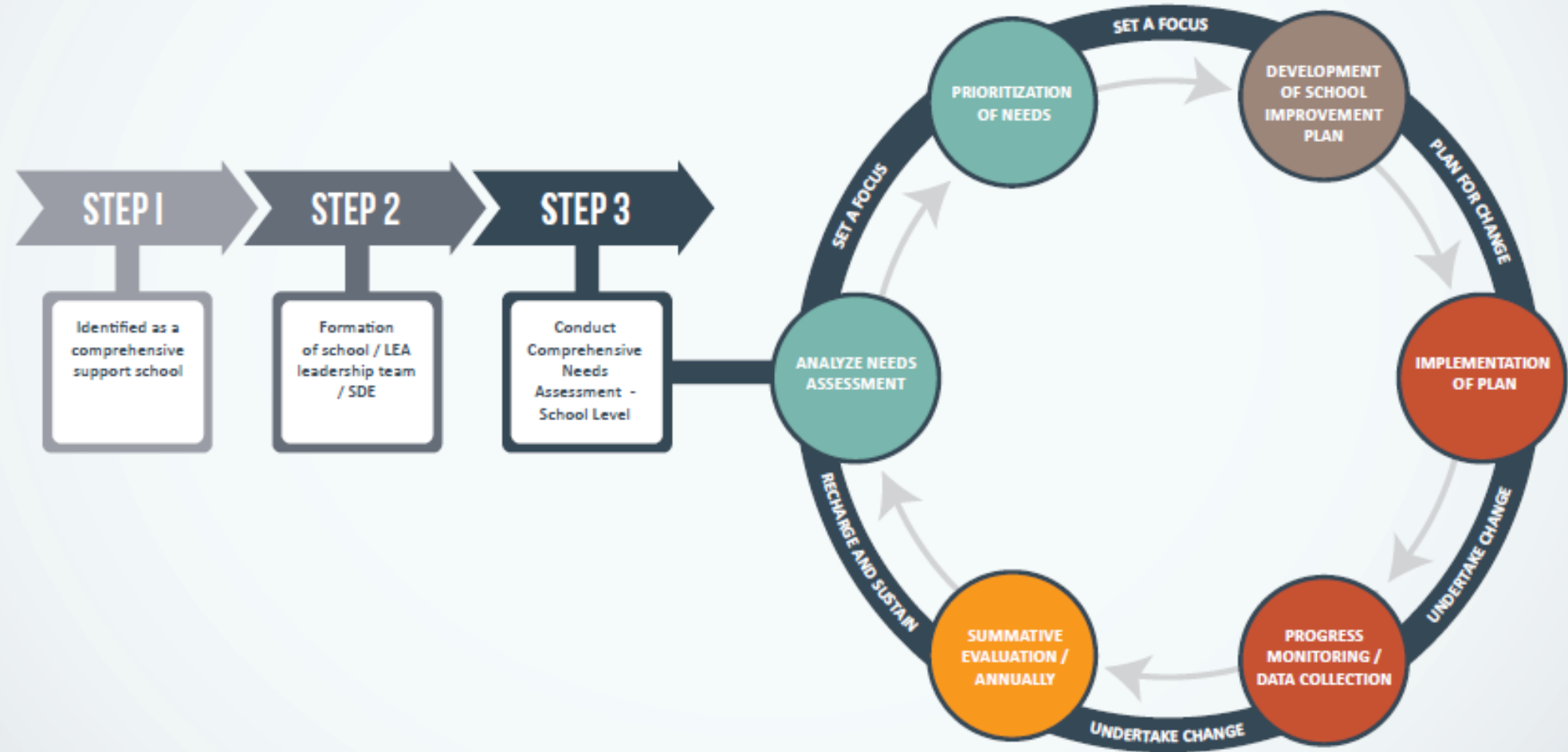


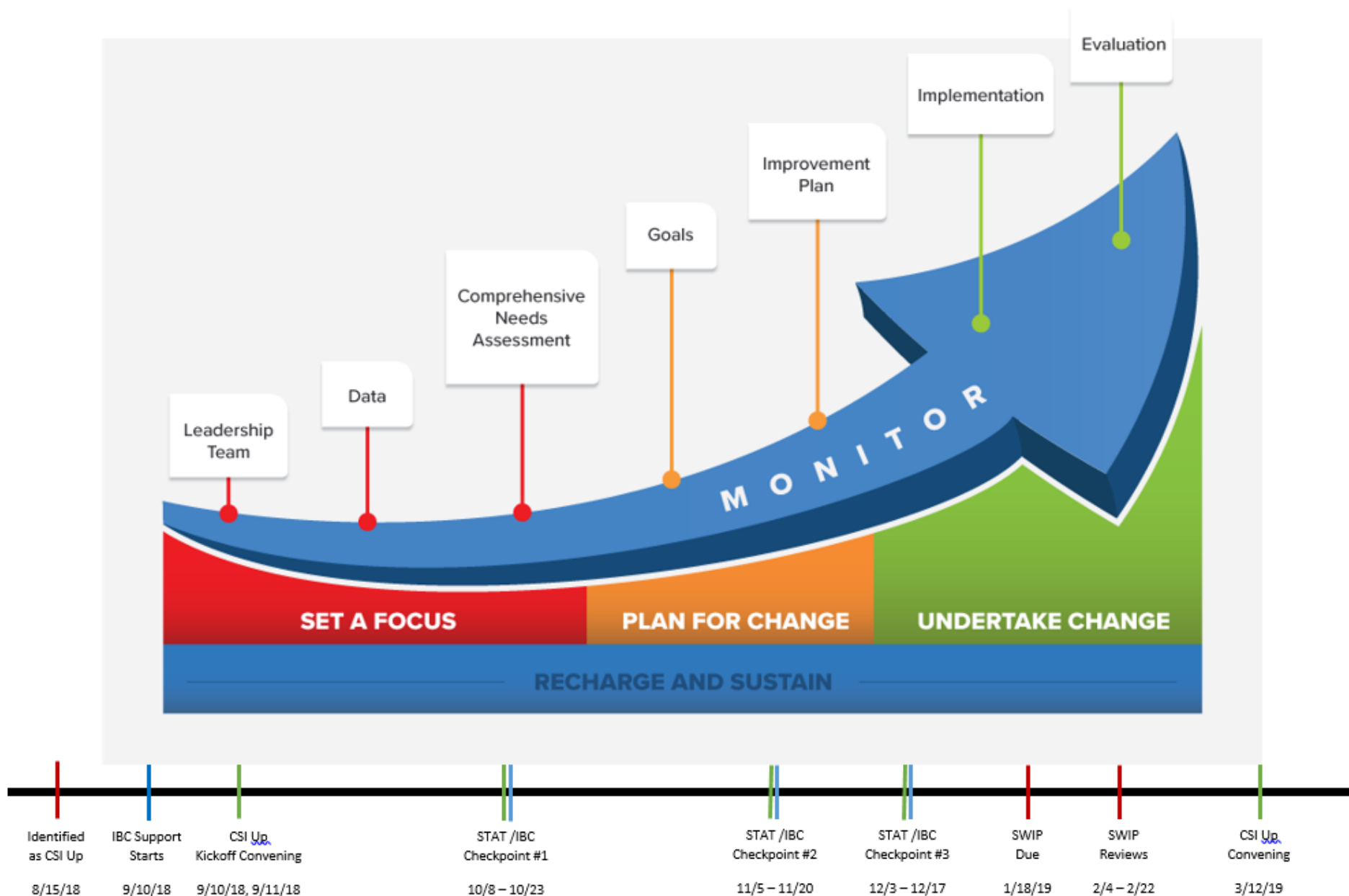
## Idaho Continuous Support and Improvement Timeline: Year 1 (CSI Up and Grad Schools 2018-2019)





# SCHOOL IMPROVEMENT PROCESS





# Schoolwide Improvement Plan (SWIP)



- SWIP Tool
- [SWIP Homepage](#)
- School Improvement planning tool
- School Improvement plan and application

Leadership Teams				
Concept	Not Evident	Emerging	Operational	Exemplary
<i>1. Comprised of the right people and represents the school community</i>	No leadership team exists. The principal and/or the administrative team primarily make(s) decisions that impact the school community.	A school leadership team exists but is composed only of a limited number of administrators and/or instructional staff without intentional selection of the team members to reflect representation of the school community.	Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community.	Team members are purposefully and intentionally identified and selected based on a set of criteria for an interdisciplinary and inclusive team that represents a variety of experiences, responsibilities, and the school community. The right people are in the right role. Duties and responsibilities change as tasks evolve. Team members clearly understand the role of the team. When appropriate, the team involves a wider range of stakeholders for relevant issues.
<i>2. Meets regularly</i>	The leadership team does not meet.	The leadership team meets as needed. Meetings are rarely scheduled in advance.	The leadership team develops a year-long schedule and meets regularly (once or twice per month).	The leadership team develops a year-long schedule and meets regularly (a minimum of twice per month). The leadership team meetings are a valued part of the school's culture and take place with or without the principal serving as the facilitator.
<i>3. Establishes processes and protocols for team collaboration</i>	A clear protocol for conducting business and processes for collaborative decision making do not exist.	School decisions are centrally controlled and distributed to the team with minimal evidence of collaborative decision making. Attempts are made to implement a protocol for conducting business and an organized framework to guide the work of the leadership team.	The leadership team has a clearly defined process for shared decision making and problem solving. There is some evidence of collaborative decision making. A protocol for conducting business and an organized framework exist to guide the work of the team.	The leadership team has flexible but clearly defined processes for shared decision making and problem solving. There is strong evidence that decisions are made collaboratively. Protocols and an organized framework for conducting business are consistently implemented. These processes keep the work of the leadership team focused and maximize the talents of the team members involved.

Concept	Not Evident	Emerging	Operational	Exemplary
<i>4. Is data-driven</i>	There is little or no evidence of the use of data to guide and inform decision-making and problem-solving tasks. Data is rarely used to develop, implement, and monitor school improvement processes.	The school leadership team gathers some data to make decisions and solve problems, but it tends to be summative and is not necessarily timely.	The school leadership team gathers and analyzes a variety of data in a timely manner to make decisions, solve problems, and implement the school improvement process. The team uses diagnostic, process, and formative assessment data in addition to summative data.	The school leadership team is highly data-driven; acquiring, analyzing, and displaying useful and current data and identifying relevant data patterns to make decisions and solve problems. The team understands that being data driven is a cyclical process that leads to new ideas, questions, and possibly the need for more data.
<i>5. Is engaged in the right work</i>	Topics relate to management only with no clear purpose or vision for the team's work. Discussions focus on issues and concerns in random fashion with the principal fielding these and attempting to address them rather than engaging the team in collaborative problem solving.	The team understands the vision and purpose of the leadership team. Topics extend beyond management issues to include student achievement, but tend to be unsystematic and without a clear focus.	The work of the leadership team aligns with its established purpose and vision. School leadership team meetings are centered on student achievement and continuous school improvement issues or initiatives.	The leadership team systematically focuses their work within the established purpose and vision. Members play an active role in implementing, supporting, and monitoring school improvement initiatives that support student and staff achievement. The team frequently reflects on their actions to ensure alignment to the purpose and vision and to ensure effective strategies and processes are in place. The team is open to modify actions, strategies, and processes as circumstances change.
<i>6. Ensures a process of continuous improvement</i>	There is little or no evidence of a systematic process for continuous improvement.	There is some evidence that improvement processes exist, but these processes are random and do not intentionally target issues directly impacting student achievement or instructional practices.	Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions: <ul style="list-style-type: none"> <li>Where are we now?</li> <li>Where are we going?</li> <li>How will we get there?</li> </ul> These questions serve as a means to monitor the implementation of initiatives and evaluate their impact on student achievement and instructional effectiveness.	Evidence supports that systematic improvement processes are in place that deliberately target issues within the school. The leadership team continuously addresses the questions: <ul style="list-style-type: none"> <li>Where are we now?</li> <li>Where are we going?</li> <li>How will we get there?</li> </ul> The school improvement cycle includes a fully operational school improvement plan, monitoring the implementation of initiatives, and using data to evaluate the impact of interventions. This cycle ensures a direct impact on student achievement, instructional practices, and organizational effectiveness.



Concept	Not Evident	Emerging	Operational	Exemplary
<i>7. Communication is effective and consistent</i>	A system to ensure the flow of information and exchange of ideas does not exist.	A method for communication exists that allows for information to be effectively distributed out to stakeholders, but a process for two-way communication is not effectively implemented.	A process is in place that ensures communication is two way. Information and ideas reach classroom teachers. Likewise, teachers not on the leadership team engage in a process that allows for the exchange of ideas and input regarding important decisions.	The school community is aware of and engages in a process to exchange ideas and provide input to the leadership team. The leadership team actively seeks input and encourages multiple perspectives. The leadership team reviews and takes into account the input before relevant decisions are made. This two-way communication process supports a shared vision in the school and cultivates an environment of trust and collaboration.
<i>8. Develops the leadership skills of team members and builds leadership capacity</i>	Team members rarely receive professional learning to build leadership skills or enhance personal growth. Efforts to build leadership capacity, within the school, do not exist.	Team members sporadically receive training to develop leadership skills, but topics are often isolated and not embedded in the work of the team. Leadership team members attempt to form a variety of schoolwide teams with limited professional learning to support implementation.	Team members are provided with and pursue professional learning opportunities to enhance their personal growth as a team member. Professional learning is ongoing and embedded in the work of the team. Leadership team members ensure the formation and training of a variety of schoolwide teams whose members perform essential tasks linked to the school vision and goals.	The leadership team exhibits a sense of collective responsibility and has the mindset of empowering all personnel in the school to lead where they operate. The leadership team involves and encourages all personnel to lend themselves to meaningful work tied to the school vision and goals. The principal builds the capacity of the leadership team through ongoing professional learning and consequential tasks embedded in the work. The leadership team members in turn provide professional learning to support the function of a variety of schoolwide teams and build the leadership capacity of staff members.

# District/School leadership team discussion



Does your school currently have a leadership team?

What is it's purpose? Who are the members?

What is the focus of the meetings?

If there isn't a team? Are there barriers to having one?

Who should be on the team to ensure the focus is on student learning and achievement?

# Evidence-Based Resources



- Evidence for ESSA
  - [Evidence for ESSA](#)
- Results First Clearinghouse Database
  - [Results First Clearinghouse Database](#)
- Best Evidence Encyclopedia
  - [Best Evidence Encyclopedia](#)
- Non-Regulatory Guidance
  - Using Evidence to Strengthen Education Investments
    - [Using Evidence to Strengthen Education Investments](#)



# Schoology – check-ins



- The school improvement management system
  - [Schoology](#)
- Logging in
  - [Schoology Login](#)
    - Calendar check-ins
    - Distribute materials and resources

# Exiting CSI Grad Identification



Schools identified for CSI Grad by failing to graduate two-thirds of its graduating cohort in any year may exit from CSI Grad status if:

- The school's average grad rate over the previous 3 years exceeds 67%, or
- The school's grad rate for two consecutive years exceeds 67%.

# School Improvement Resources and Supports



- Idaho Superintendents Network
- Idaho Principals Network
  - Video- [Idaho Principals Network Video](#)
- Idaho Principal Mentoring Project
- Idaho Building Capacity Project
- NW RISE (Rural Innovation and Student Engagement)
- ELA Coaches and Math Centers

# Idaho Superintendents Network



- ISN supports the work of district leaders in improving outcomes for all students by focusing on the quality of instruction,
- The network is comprised of committed superintendents who work together to develop a cohesive and dedicated leadership community focused on teaching and learning,
- Topics for discussion may include: improved outcomes for students, working with stakeholders, transforming district central offices for learning improvements, analyzing teaching and learning, and the moral purpose of leadership.

# Idaho Principals Network



- IPN is a professional learning community structured for building level administration,
- IPN provides a learning environment focused on increasing the effectiveness that directly relates to instructional leadership, managing change, and improving the overall effectiveness of the Instructional Core,
- Strands of study may include: evaluating leadership frameworks, instructional rounds and classroom observations, implementing professional growth plans based on self-evaluations.

# Idaho Principal Mentoring Project



- IPMP is designed to support and assist early career principals who are in their first and second year,
- Principals participate in face-to-face and phone mentoring, as well as professional development institutes in Boise,
- Mentors will make quarterly site visits and bi-monthly phone calls,
- The confidential relationship will focus on individualized professional goal setting and information learned at the institutes.

# Idaho Building Capacity Project



- Highly distinguished educators trained by the state to assist school and district leaders,
- Capacity Builders (CBs) are assigned to all participating schools and districts within the IBC network,
- CBs coach leaders and leadership teams through the steps of improvement with weekly on-site coaching,
- CBs are provided with a toolkit of school improvement resources and, in partnership with school and district leaders, help create and implement a customized school improvement plan.

# The Idaho Building Capacity Project (IBC)



The purpose of IBC is partner with school and district leadership to create sustainable, collaborative, data driven systems that promote student achievement.



# Capacity Builders (CB)



CBs support the self-directed learning of district and school leadership teams through effective coaching and consulting strategies that facilitate improvement and change.

- The Northwest Rural Innovation and Student Engagement (NW RISE) Network aims to connect educators in small, rural schools so they can collaborate with colleagues who teach the same subjects and struggle with the same challenges,
- The network convenes teachers and leaders from some of the Northwest's most isolated and remote communities to learn from each other, share strategies to meet their unique challenges, and spread best practices of the region's rural schools.
- [Education Northwest RISE](#)

# Contacts



- For questions about CSI Up school improvement  
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# Thank you



## Thank you!

## Have a great year!